

Little Green Man Nursery

15 Lemna Road, Leytonstone, London, E11 1HX

Inspection date	31/01/2013
Previous inspection date	09/07/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Overall children make good progress as staff have a good knowledge of each child and support them well in their overall learning and development.
- An effective assessment of children's progress helps to identify gaps in their learning.
- Children are happy and settled as a welcoming environment is created and positive relationships are established with their key person.

It is not yet good because

- The current building renovations in the attic are causing some disruption to the welfare of children. Risk assessment for the whole building does not identify all potential hazards that may affect children's welfare.
- Persons can enter the building without any staff requesting to see their identification and this compromises the security of the main nursery entrance.
- At times staff do not follow children's lead and resources are not always available for children to extend their own learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play in the playrooms and the garden.
- The inspector and manager conducted joint observations in the toddler and pre-school rooms.
- The inspector sought the views of some children and parents through discussion.
- The inspector sampled records and documentation relating to children's progress and development; safeguarding; staff suitability; and parents questionnaire responses.
- The inspector discussed the building's work with the staff, the manager and provider.

Inspector

Lynn Wordsworth

Full Report

Information about the setting

Little Green Man Nursery registered in 1996. It operates from two adjoining converted houses which are situated in Leytonstone in the London Borough of Waltham Forest. Access to the building is at ground level via a step or ramp. Children are cared for in play

rooms on three levels within the building, infants on the first floor, toddlers on the ground floor and pre-school children in the basement. A series of internal staircases link the play rooms. Children also have access to secure outdoor play areas. The nursery is open every weekday from 7am until 7pm all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 104 children on roll within the early years age group. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery currently employs 48 staff, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take action to ensure the premises are safe, especially the ceiling of the baby room and cot room
- take action to implement a clear and well-understood policy, and procedure, for assessing any risks to children's safety, and review risk assessments regularly.
- take action to agree a procedure for checking the identity of visitors when they arrive at the entrance doors

To further improve the quality of the early years provision the provider should:

- consistently follow young children's lead and extend their learning as they explore their surroundings, people and resources
- consistently develop the organisation of resources to help children to choose their activities, what they want to do and how they will do it.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development. This is because the staff have a good understanding of the learning and development requirements and they seek information about children's starting points. In addition they plan well for children to make progress. Regular communication informs parents of their child's progress and how to support learning at home. This helps to ensure a consistent approach. Children are reaching the expected levels of development. Staff plan for each child in the setting using

observations to identify their progress and levels of support needed which are shared with parents. This is accurately targeted and overall implemented effectively within all areas of learning. Staff work in close partnership with external professionals to support children with special educational needs. Staff make sure children are suitably prepared for school, for example by ensuring that they are able to recognise and write their name, link letters to sounds and helping to develop them socially.

On most occasions staff spontaneously and skilfully follow children's lead to support and extend their learning. For example, during children's enjoyment of sensory play, sieving and squeezing flour, staff notice a child mark making and talk about the lines and shapes they produce. However, on occasion staff are keen to encourage a child to complete a painting activity when the child clearly shows an interest in sand play. Children enjoy bouncing giant balls in the garden; they say 'big ball' and staff count the number of bounces to help their understanding of number. Children are helped to understand their world through practical experiences. They go on trips to the local bus station, pond and place of worship. Children develop their understanding of number through activities such as art whereby they design clocks and play games so children can count and call out numbers. Children are not always actively encouraged to fully develop their independence due to a lack of accessible play resources to extend their creative play. For example, choice of different coloured paints is not freely available and children do not have the choice of putting on their own apron and squeezing the paints to extend their play. Children make good use of the technology equipment. They control the computer mouse well, clicking on icons, dragging lines and shapes. They also research so they can learn about planting seeds which is planned for the forthcoming weeks. Children who speak English as an additional language are supported well. Staff gain key words in their first language and monitor their development closely.

The contribution of the early years provision to the well-being of children

Due to the building renovations babies play in some disruption. For example, noise of the builders renovating the above attic, an odour of sawdust and a panel has recently fallen from the ceiling. Staff responded by moving the children to the other infant rooms. However, on another occasion a builder partially slipped through the ceiling resulting in debris and dust falling into the cot room. At the time no children were sleeping but the management failed to give full consideration to the babies' welfare after previous incidents. The provider confirms that the ceiling is now safe and no longer compromises babies' safety. Despite the disruptions babies enjoy snuggle times with their key person. Interactions between them are strong and show they feel secure. Older children are confident preparing their tea time snacks, talking about how they are excited about going to their next school.

Staff are consistent in their management of children's behaviour. They explain why it is kind to comfort others when they are a little upset. Children form strong friendships in the nursery. Resources are plentiful; however, overall organisation of resources does not fully promote all children's independence in initiating their own learning. Children have their own coat peg and space for their personal belongings. There are photographs of the

children and their families around the setting. This helps children develop a sense of belonging.

Children move freely between indoors and outdoors ensuring that they have plenty of fresh air. Children are supported well by staff as they encourage them to hold onto the hand rail as they walk up and down the stairs, helping them to learn to keep themselves safe.

The provision of a nutritionally well-balanced daily diet of snacks and meals is encouraging children to adopt healthy eating habits. Younger children are becoming increasingly confident to feed themselves with a spoon. Children know why they should wash their hands before eating. They also know why it is important to brush their teeth after eating and wrap up warm in their coats for outside play. Children help themselves to water throughout the day. Children wash in preparation for a sleep and they are comforted by staff, who gently reassure them as they settle to sleep.

The effectiveness of the leadership and management of the early years provision

Arrangements for safeguarding children in the setting are satisfactory. Any incidents concerning children's safety and well-being are reviewed and this helps the setting to improve. However, in light of a recent incident when the ceiling was damaged by builders while children played in the rooms below, arrangements for keeping the premises safe are too dependent on individual adults and this system is prone to human error. Risk assessments for all parts of the building are inconsistent. This means the provider has not fully assessed hazards that may affect children. Security measures are not fully robust because persons visiting the setting are not asked for their identification before they enter the premises. They can gain entry through the main entrance but cannot enter the children's play rooms unsupervised so the impact on children's well-being is reduced. The staff team have attended training in relation to the new revised Early Years Foundation Stage and are becoming increasingly familiar with the new requirements. Staff work hard and carry out observational assessments to support them in completing newly required developmental checks on all two-year-olds. The manager has embedded a systematic process for fully monitoring the effectiveness of the educational programmes. Analysis of children's learning in the pre-school demonstrates children are working in the expected line of development. This process will soon be implemented into the other age groups.

The provider knows most strengths within her setting and includes staff suggestions as part of her evaluation of the provision. She has made improvements since the last inspection, for example a new soft play area is available for children outside and they can play in newly painted play rooms with new flooring. The provider acknowledges the mistakes made during the scheduling and risk assessment of building work and demonstrates a commitment to ongoing improvement. The manager has identified a number of priorities for improvement, most significantly to develop the use of in-house training. However not all weaknesses identified as part of the inspection were identified by the provider or manager. Parents are also part of the evaluation and their suggestion for a progress report has been implemented. As a result all parents receive a four weekly

review of their child's progress from when they start at the setting. Appraisals monitor staff performance and their professional development. The manager took an active role in the inspection process as they recognised the weaknesses and are committed to driving improvement.

The nursery staff have sustained a long partnership with parents who report very favourably about the nursery. Parents describe the value of the help and information they have received from staff and the manager about their children's health, independence and social development. Parents have benefited from attending a walk-in surgery so they can talk to a professional about their child's well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for children. (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises. (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment and make sure that all necessary measures are taken to minimise any risk identified. (Suitability and safety of premises and equipment)(also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register (Suitability and safety of premises and equipment)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	156214
Local authority	Waltham Forest
Inspection number	902801
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	147
Number of children on roll	104

Name of provider	Janbarree Limited
Date of previous inspection	09/07/2010
Telephone number	020 8539 7228

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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